



Mu'tah University

Deanship of Graduate Studies

**An Evaluation of *Jordan Opportunities* Textbook:
Teachers' and Supervisors' Perspectives in the South of Jordan**

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Dedication

This effort is dedicated to:

My parents

My wife

My children Sofian and Sarah.

Khaled Bany Hamad

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Khaled Bany Hamad

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Abstract
An Evaluation of *Jordan Opportunities Textbook*: Teachers' and Supervisors' Perspectives in the South of Jordan

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Mu'tah University, 2006

This study aimed at evaluating Jordan Opportunities Textbooks (Student's Book, Work Book and Teacher's Book) for the Tenth grade in all public schools of Ma'an, Tafila and Aqaba Directorate of Education. The textbooks were evaluated through the following domains: (Rationale, Objectives, Listening and Speaking Skills, Reading and Writing skills, Grammar and Structural Functions, Vocabulary, Methods of Teaching, Activity Book, Teacher's Book, Teaching Aids, General Aspects).

The study attempted to answer the following questions:

What are the English teachers' ratings of Jordan Opportunities textbook?

What are the supervisors' ratings of Jordan Opportunities textbook?

Are there statistically significant differences between teachers' and supervisors' ratings?

What are the suggestions of the English language teachers and supervisors to improve Jordan Opportunities textbook?

The results of the study showed that the respondents generally agreed on the suitability of Jordan Opportunities Textbook over all the domains, in spite of the fact that the teachers were not fully satisfied with the textbook's rationale and they stated their notes in this regard.

The results of the study also revealed that there were statistically significant differences ($\alpha \leq 0.05$) between teachers' and supervisors' where the supervisors' ratings were higher than the teachers'.

In the light of the results, a set of suggestions and recommendations was stated to curriculum designers and to the concerned official staff in the Ministry of Education.

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Chapter One

Theoretical Background

1.1: Introduction

Jordan has always been working hard by different means to revise and update its educational system. The Ministry of Education in Jordan is responsible for improving and amending its educational programs quality presented to Jordanian students. To achieve this goal, it has recently adopted and implemented a new English language teaching textbook called *Jordan Opportunities* for the tenth grade to be taught in the 2005/2006 academic year at all schools in the Kingdom. Therefore, it will be of great importance at this point to carry out this study for the evaluation of the *Jordan Opportunities* textbook (i.e. Students' Book, Work Book, Teacher's Book), which is currently used by the tenth graders in Jordan, to find out the strengths and weaknesses of the above-mentioned textbook and its suitability to the tenth grade.

1.2: Theoretical Background of the study

English language instruction has many important elements; however the essential components to many ESL/EFL classrooms and programs are the textbooks and instruction materials that are often used by language teachers. As Hutchinson and Torres (1994: p.315) claimed that: "The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in many countries, no teaching-learning situation is complete until it has its relevant textbook. "

Sheldon (1988:p.237) suggested that textbooks do not only "represent the visible heart of any ELT program" but also offer considerable advantages - for both the student and the teacher -

when they are being used in the ESL/EFL classroom. Haycroft (1998), for instance, suggested that one of the most important advantages of using textbooks is that they are psychologically vital for students since their progress and achievement can be measured concretely when being used. Second, as Sheldon (1988) mentioned that students often resort to expectations about using a textbook in their particular language classroom and program and believe that published materials have more credibility than teacher-generated materials. Third, O'Neill (1982) argued that textbooks are generally responsive to students' needs, even if they are not designed exclusively for them, they are efficient in terms of time and money, and they can allow for adaptation and creativeness. Fourth, textbooks yield a respectable return on investment; they are relatively inexpensive and involve low lesson preparation time, whereas teacher-generated materials can be time, cost and quality defective. In this way, textbooks can decrease potential occupational overload and allow teachers the opportunity to spend their time conducting more useful activities (O'Neill, 1982; Sheldon, 1988). A fifth advantage recognized by Cunningsworth (1995) is the probability which textbooks have for serving additional roles in the ELT curriculum. He argued that they are an effective resource for self-directed learning, an effective resource for presenting material, a source of ideas and activities, a reference source for students, and support for less experienced teachers who have to gain in confidence. Although some educators have alluded to the inherent danger of the inexperienced teacher who may use a textbook as a pedagogic support, such an over reliance may actually have the opposite effect of saving students from a teacher's deficiencies. Finally, Hutchinson and Torres (1994) pointed out that

textbooks may play a central role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.

Prodromou (1988) and Alptekin (1993) focused on the use of the target language culture as a vehicle for teaching the language in textbooks and suggest that it is not really possible to teach a language without embedding it in its cultural base. They argued that such a process certainly forces learners to express themselves within a culture of which they have barely any familiarity and this may result in isolation, stereotyping, or even unwillingness or resistance to learning. Phillipson (1992) was also cautious of the complex relationship between language textbooks and the target language culture but he saw the promotion of 'Western' global textbooks as government-backed enterprises with both an economic as well as an ideological agenda.

Most of the cultural information comes from course books that are designed for a specific language. Course books will directly or indirectly communicate sets of cultural values. This is called 'hidden curriculum'. (Cunningsworth, 1995).

Holly (1990) pointed out that many educationalists claim that hidden curriculum is more effective than the official curriculum. He also stated that foreign language teaching textbooks no longer just develop alongside with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society.

Gray (2000) on the other hand, defended the socio-cultural components of many textbooks. He suggested that English language textbooks are actually ambassadorial cultural artifacts and that students should not only critically engage their textbooks but also view them as more than mere linguistic objects. He urged learners to improve their language skills by using their textbooks as useful instruments for arousing discussion, cultural debate, and a two-way stream of information. Clearly there is no consensus on this issue at this time and this would seem to justify some degree of caution when using these types of books in certain teaching and learning contexts.

Whether one believes that textbooks are too rigid and biased to be used directly as instructional material or that they essentially help teaching and learning, there can be no denial to the fact that textbooks still maintain enormous reputation. It is significant to keep in mind, however, that since the 1970's there has been a movement to make learners the core of language instruction and it is most likely best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Moreover, they should not necessarily determine the aims themselves (components of teaching and learning) or become the aims but they should always be at the service of the teachers and learners (Brown, 1995). Accordingly, every effort must be made to establish and apply a wide variety of relevant and appropriate criteria for the evaluation of the textbooks which to be used in our language classrooms. It should also be ensured "that careful selection is made, and that the materials selected closely reflect the needs of the learners and the aims, methods, and values of the teaching program." (Cunningsworth, 1995 p.7).

Sheldon (1988) offered several other reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an

important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to differentiate between all of the available textbooks on the market. Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses in textbooks already in use. This would go a long way in ultimately supporting teachers with making optimal use of a book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts. One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth.

(Cunningsworth, 1995; Ellis, 1997) suggested that textbook evaluation helps teachers move beyond generalized assessments and it helps them to acquire useful, accurate, systematic, and appropriate insights into the overall nature of textbook material. Textbook evaluation, therefore, can potentially be a particularly valuable means of conducting action research as well as a form of professional empowerment and improvement. Similarly, textbook evaluation can also be a valuable component of teacher training programs for it serves the dual purpose of making student teachers aware of important features to look for in textbooks while familiarizing them with a wide range of published language instruction materials.

They have also suggested that there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respective institution.

The decision to use and evaluate a particular textbook is sometimes left up to individual teachers. Some authors such as Chambers (1997) pointed out that this activity is usually more beneficial if everyone involved in the teaching and learning process collectively undertakes it. He suggests that when teaching materials are to be used by a large group of teachers and students it seems sensible for these materials to be evaluated by all or most of those who will be involved in their use.

Al-Momani (1998) referred to textbook evaluation as a process in which new introduced materials are evaluated by using different kinds of scales and techniques. This kind of evaluation is needed by different sectors in the educational domains such as textbook designers, teachers, supervisors and educational departments since it provides these sectors with tangible evidence concerning the strengths and weaknesses of these evaluated books. The purpose of this kind of evaluation is to identify the strengths as well as the weaknesses in order to avoid these weaknesses and improve the points of strengths to achieve the stated goals and objectives. Evaluation also can be viewed as a primary element of the educational process. It is very necessary, then, to explain its meaning.

Huang (1999) remarked that in addition to supporting instruction, textbooks also define the curriculum. They are a guideline that provides teachers with the topics, functions, sentence structures and vocabulary, which eventually and hopefully will lead students to the objective of learning. A textbook with a variety of exercises and teaching suggestions is necessary. Moreover, the goal of an English teaching program in the elementary school is quite different from that in high school. Rivers (1981) strongly suggests that if the teaching at this level is to be effective, careful

selection must be made of materials appropriate for the interests and abilities of elementary school children.

Al-khateeb (2006) looked at evaluation as a process in which data are collected, analyzed, and synthesized into applicable information for decision-making. He assured that evaluation is a technical feature of education, apart from teaching/learning process, which gives feedback of data to keep the system in adjustment.

Forman (1981) argued that evaluation is an important part of an educational program. It is used to provide needed data for decision on developing new programs and how to make existing ones more effective.

Al-Momani (1998) remarked that many teachers misapprehend the meaning of “curriculum” and “textbook”. The word “curriculum” refers to the whole organization of the teaching plan of a subject that includes objectives, content, which are selected and organized according to clearly defined principles, teaching strategies, and evaluation, while, the “textbook” tries to apply certain parts of the curriculum depending on other educational activities and full implementation of the rest of the objectives. Teachers should be aware of the characteristics of a good textbook they use.

(Mariani, 1987, pp.28-29) argued that the textbook stands as a connection between the English program and the teaching situation. Then the most important question is whether the textbook facilitates or obstructs the execution of the English program? He went further to ask: “will the textbook be imposed by the situation, or will it cooperate in carrying out the teacher’s plan of his own activities?” To answer these questions, Mariani recommended that, an English language teacher should compare what s/he would expect from her/

his textbook with what it actually gives her/him. However, he recommends the following hints for choosing an English textbook: the objectives should be stated clearly, drawings and photographs should be decorative and should serve a specific purpose, the sequences of the units and lessons should affect the utilization of the textbook in the classroom, the textbook should be tested before being used, the content of the textbook should reflect student's needs and interests, the quality and quantity of the textbook should be sufficient for both students and teachers, and finally the textbook should motivate students to read and comprehend its overall parts.

Worthen and Sanders (1987) stated that the evaluation studies played many roles in education including the following: evaluating Curricula, assessing students' achievement, authorization schools, monitoring expenditure of public funds, and improving educational materials and programs.

Elias and Bobsheet (2002) mentioned that there are many important things to be considered when choosing a textbook for an English program. They argued that most English programs are directed toward the oral approach. Educators pretend that conversation is the basic objective with reading and writing as important but secondary aims. Educators are also to think about age, ability, and interest of the students, training and preparation of teachers, time and facilities available. They stated the following qualities of well-designed English textbooks:

Textbooks should be published in the form of series. This form keeps the students progressing from one unit to another and gives them a sense of achievement. The textbooks should be attractive: and the overall presentation should suggest that the material is easy to learn, and should not be too much text on a page. Using pictures

helps in this respect. The lessons should be short and designed to for one or two class periods. The material should be interesting for students who are going to use it. Exercises should be relatively short. The textbooks should provide simple and short dialogues for practice. The textbooks should have realistic aims. A good textbook should have a teacher's book. A good teacher's book provides each lesson with suggestions of how to present the new material, additional practice for all drills, testing procedures, and answers to the exercises. If the textbook does not have pronunciation exercises, the teacher's manual should provide them. Moreover, the guide should explain the methodology of the course, so that the teacher will know exactly what is expected of him and why.

A proper textbook plays a very important role in a language class. It does not only provide language teachers with significant teaching resources, but also serves as a guideline for curriculum and teaching methods. As Rivers (1981) said, textbooks decide the major part of the classroom teaching and the students' learning.

Halliwell (1992) named some aids the textbook provides for the teacher:

A clearly thought out program which is appropriately sequenced and structured. Economy of preparation time. A source of practical teaching ideas. Work that the students can do on their own. A basis for homework if that is required. A basis for discussion and comparison with other teachers.

Homos (2003) suggested the following criteria for textbook evaluation: subject matter, vocabulary and structure covered, size, binding, paper, printing and type, the four language skills, general features of teacher's book, pedagogical guidance in presenting lessons and exercises, and linguistic background that is based on

contrastive and error analysis (grammar, vocabulary, and pronunciation).

McGovern (1983) argued that the first thing for the teacher to decide is whether the English textbook and the accompanying materials are appropriate for students. On the basis of planning a reading lesson, McGovern asked if the textbook has the suitable linguistics level, whether there is any part of the text to be removed, and finally if the textbook gives interest to the learners or not.

Another major factor that affects the comprehension of texts is the vocabulary load. Carnine, Silbert, and Kameenui (1990) suggested that no more than two or three new words be introduced per page. However, this figure may overestimate the number of vocabulary words students can master at any one time. They suggested that only 400 words be covered in an entire school year to ensure that each word is given sufficient repetition for mastery.

Newman and George (1981) developed a checklist for evaluating adults' basic education in reading materials. They recommended that when reviewing reading materials for adults, teachers should consider these points: cost, cover, preface, table of contents and index, interaction, instructions, print, graphics, content, and any supporting appendixes. In addition, they recommended that the content should meet the needs and interests of learners; it should be comprehensive in both quality and quantity. In view of the above-mentioned points teachers should bear in mind the following factors: the material should meet the learners' needs and interests it should also be comprehensive. Objectives should be based on a clear evaluation process. The content of the material should give adequate reinforcement, and the teachers' instructions should be offered when needed and they should be clear.

Kandaswany (1999) described two important types of evaluation. The formative evaluation where decisions are made about the components of the training materials, which are to be modified for the purpose of making the materials instructionally and motivationally stronger. The summative evaluation, on the other hand, is mainly concerned with making policy whether or not adopting the instructional materials on the basis of tangible evidence of their efficiency.

Venkateswaran. (1995) argued that textbooks can be evaluated through sending questionnaires to a randomly selected sample of students or /and teachers. The job of students and the teachers is to compare the relationship between the subject and actual information.

Escobar and Dangherty. (1976, pp.11–12) remarks that finding good English textbooks is a challenge for those teachers who are trying to teach effectively. They posed a question the teachers should always ask, “ will the textbooks meet the needs of both teachers and students?” They also provided classroom teacher with (12) evaluative criteria, which were to be used in evaluating English textbooks. These (12) criteria were wisely chosen to deal with the needs of both teachers and students. Seven of them could be classified as student- concerned: target population, target language background, student educational level, student performance ability, pacing, reading level of textbooks and life skills. The other five could be categorized as teacher-centered: teaching approach, additional activity, assessment (tests) answers for exercises and language skills.

In the light of the reviewed literature pertaining to the process of evaluating English programmes and textbooks. The following

dimensions are the key points to be considered in the present study when evaluating TEFL textbooks:

- A. General and specific objectives.
- B. The content of English textbooks.
- C. Language skills.
- D. Vocabulary and structures.
- E. Layout , i.e. cover page, appearance, binding, size, and the appropriateness of intended lessons.
- F. Teaching aids.
- G. Teacher's book and time allotted for teaching.

1.3: Statement of the Problem of the Study

As mentioned earlier before, Ministry of Education in Jordan has recently introduced a newly developed English textbook to be implemented for the tenth grade. Because the adapted textbook stands in the middle as a link or a tool between the English program and the teaching evaluation (Williams, 1983; Mariani, 1987), it is worthwhile at this point carrying out a comprehensive evaluation of Jordan Opportunities textbook. According to the knowledge of the researcher, no studies have been conducted yet in terms of evaluating Jordan Opportunities textbook. Here, it is worth asking whether the English textbooks for the tenth grade in Jordan meet the aims and goals stated or not.

This study attempted to answer such a question and investigate such an issue from the viewpoint of teachers and supervisors of English in Jordan. The results of the study may be of great benefits to the official staff in the Ministry of Education who are concerned with school textbooks designing; this study may also

contribute to the improvement of teaching methods as well as curriculum design and development.

1.4: Purpose of the Study

The evidence reviewed so far clearly emphasizes the importance of evaluating new-implemented textbooks. The newly developed and implemented textbook is still in greater need of thorough evaluation.

In order to take advantage of the developmental value of the formative evaluation, this study intended to conduct a comprehensive evaluation of Jordan Opportunities textbook in terms of assessing its main strength and weakness. In general, the study aimed at achieving these goals:

a-Developing evaluative scales containing all the relevant criteria for evaluating textbooks suggested by previous evaluators mentioned earlier in this chapter.

b-Conducting a comprehensive evaluation of the Jordan Opportunities textbook for the tenth grade in the south of Jordan, in terms of: rational, objectives, listening and speaking skills, reading and writing skills, vocabulary, grammar and functions, methods of teaching, technical factors, workbooks, and teacher's book

c-Eliciting the implications of the strengths and weaknesses of the textbook and proposing recommendations to decision-makers in the Ministry of Education in Jordan for textbook improvement.

1.5: Significance of the Study

The significance of this study came from its way of providing teachers, textbook writers and researchers with significant information for foreign language textbook evaluation. It might also

make clear to many Jordanian English language teachers together with decision-makers in the Ministry of Education about the strengths and weaknesses of the EFL materials they are currently using or developing.

Many studies have been conducted in terms of evaluating school textbooks like: Chaplen (1980), Lababidi (1983), Al-Jarrah (1987), Al-Marzoug (1992), Al-Salah (1993) but it should be remarked that those studies were conducted on textbooks which have been modified or completely out of service in the Jordanian schools. The present study was more comprehensive and distinctive than the above-mentioned studies either in the area it covered or in the sample it included. The area of this study included: Tafilih, Ma'an and Aqaba Districts. According to the sample, this study had all the teachers and supervisors in the previously mentioned Districts. Concerning data collection instrument, this study used an evaluative questionnaire for both supervisors and teachers.

Consequently, English curriculum designers and teachers may find in this study practical implication for stressing main strengths and avoiding the points of weakness in Jordan Opportunities textbook, and thus, developing learner's development and progress in English language learning.

1.6: Questions of the study

This study attempted to answer the following questions:

1. What are the English language teachers' ratings of Jordan Opportunities textbook?
2. What are the supervisors' ratings about Jordan Opportunities textbook according to their responses to the items of the evaluation questionnaires?

3. Are there statistically significant differences ($\alpha \leq 0.05$) between teachers' and supervisors' ratings?
4. What are the suggestions of English language teachers and supervisors to improve Jordan Opportunities textbook?

1.7: Limitations of the study

- This study was limited to the supervisors and teachers who teach English for the tenth grade in the southern districts of Jordan during the second semester 2005/2006 .

- This study was limited to Jordan Opportunities textbook only (i.e. Students' Books, Teacher's Book and Activity book).

- This study was limited to the explicit curriculum and had nothing to do with the hidden one.

1.8: Definition of operational terms

The following terms will have the associated meanings wherever appear in this study:

Jordan Opportunities textbooks:

The books, which were prescribed by the Ministry of Education in Jordan to be used by the tenth grade in public schools in the academic year 2005/2006.

Evaluation:

The process of providing important information on the merit of goals, designs, instructions, content and effectiveness of educational activities for students, teachers, textbooks' authors and other decision- makers, Nunan (1990). In this study it will be checked through the designed questionnaire.

Tenth Grade:

All those male and female students who have finished the ninth grade and are studying Jordan Opportunities as English language textbook during the academic year 2005/2006.

Chapter Two

Review of Related Literature

Evaluation is considered the core step in developing educational programs; therefore, many studies and researches have been conducted to provide feedback for both students and teachers in the process of teaching and learning as well as to textbooks' designers for improvement and modification Ullman (1982).

Chaplen (1980) conducted a study in which he collected and analyzed students' evaluation of a foreign language course from three points of view: difficulty level, relevance to students' needs, and the relevance to students' interests. The sample of the study consisted of (68) students in a newly established faculty of medicine at the University of Kuwait. Chaplen used two-part questionnaire in his study. The results of the study showed that students like to study units relevant to their needs. The difficulty level of a unit had a direct correlation with students' interests: if it was difficult for the majority, their interests aroused.

Al-Salah (1993) conducted a study evaluating the Teachers' Guides (TGs) of the Revised Oxford Courses for the first and second secondary classes in Jordan. The sample of the study consisted of (162) teachers in the northern Region of Jordan who taught the first and second secondary classes. The researcher developed a questionnaire including (40) questions within eight domains. The results of the study showed that the teachers' views about the TGs were negative. TGs were of insignificant help to teachers in teaching process. The results of the study also indicated that the TGs did not contribute to develop teachers' awareness of English language teaching theory and principles. The TGs lacked an introduction describing the principles. They did not provide linguistic and cultural information. They did not help teachers through suggestions on how to deal with contents of teaching material.

Al-Marzoug (1992) conducted a study evaluating English for Nurse Textbook, which is used for the second secondary class in the nursing stream in Jordan. The sample of the study consisted of (209) students and (17) teachers and supervisors. Two evaluative scales were used to achieve the purpose of the study. The students' scale included (48) items within the following domains: teaching aids, vocabulary, structure, exercises and drills, content and technical aspects. The teachers and supervisors' scale contained (88) items within the following domains: rational, objectives, language skills, teaching aids, vocabulary, structure, content, style, teachers' manual and technicality. The findings of the study revealed that the rationale of textbook was based on teaching English for a specific purpose and matching the learners' needs. The objectives were clearly stated and the technical aspects of the textbook were attractive. On the other hand, the results revealed that the teaching aids were not available. The teachers' manual did not include comprehensive instructions. The vocabulary items were selected to suit communication at hospitals.

Saleh (1990) conducted a study evaluating the second preparatory class in Jordan preparatory schools. He developed two evaluative scales: one for teachers and the other for pupils. The sample consisted of 45 teachers and 3 supervisors. 26 sections of male and female students were included in the sample. The results of the study showed that the rationale and objectives of the textbooks were suitable and clear for both teachers and students. The introduction of PETRA textbooks was not found to be clear enough by the teachers and the students. The teachers were not given the opportunity in selecting the textbook objectives.

Al-Jarrah (1987) evaluated the TEFL textbooks (PETRA), which were used by fifth and sixth grades. The sample consisted of 120 individuals including 40 TEFL specialists (supervisors, TEFL graduate students, and professors) and 80 elementary class teachers chosen by random class

sampling technique from the elementary school in Irbid. The procedures used in the study included a developed TEFL textbook evaluation scale related to the textbooks rationale, objectives, language skills (listening, speaking, reading, and writing), vocabulary, grammar, content, methodology, technical factors of PETRA textbooks, handwriting books, teacher's book and general aspects of PETRA series.

The results of the study indicated that rationale and objectives of PETRA courses were stated specifically and graded level-by-level and skill-by-skill. Equal emphasis was given to oral and literal skills. Relative emphasis was also given to each language area (vocabulary, and grammar). The content of lessons and units of PETRA textbooks was logically organized and reviewed regularly. Moreover, the lessons were short enough to enrich the minds of intended pupils. The course books could be adapted to meet various needs of both teachers and students. The sequence of PETRA textbooks flowed smoothly, and the material was correct and accurate. The teaching method of PETRA textbooks was flexible and successful rather than grammatically accurate, achieving the EFL stated objectives and helping PETRA pupils learn and transfer learning to application. On the other hand, Al-Jarrah concluded the following shortcomings of PETRA textbooks:

1. The Ministry of Education concerning the selection of EFL objectives did not consult teachers.
2. PETRA textbooks did not have clear introductions for both teachers and students.
3. PETRA textbook did not fit with other texts used for the same level, or with the texts adapted for later following levels.
4. The instructions of PETRA series were not clear.
5. The size of PETRA textbooks did not seem convenient for pupils to handle.

Hatamleh and Jaradat (1984) conducted a study evaluating elementary TEFL textbook, and classroom teaching lessons in Jordanian elementary schools, the sample of the study consisted of (94) elementary English class teachers, and TEFL experts; TEFL English textbooks and active English ones. Two evaluative scales were used: one related to textbooks, content, audio-visual aids and general and a technical aspect of the textbooks, the other was related to analyzing classroom TEFL lessons.

The results of the study revealed that TEFL English textbooks were better than Active English Textbooks in terms of the content which was more related to the students' environment and background, the suitability of the instructional material and its appropriateness to the educational objectives and students' interests. On the other hand the study revealed the following shortcomings of the Active English textbooks: the language of the textbooks and the ways of teaching them were difficult, the content of the textbooks was not related to background of the student, and their environment, the textbook lacked teaching aids such as: pictures, tapes, teacher manual and workbook.

Lababidi (1983) conducted a study in which she randomly analyzed ten selected lessons from the series, New Living English For Jordan (N.L.E.J.) (books 1-5). The purpose of the analysis was to determine whether these lessons convey communication or not. The results of the analysis showed that: the objectives were not realized, the content did not reflect student needs, visual aids were not used, the number of weekly periods allotted for teaching English was not sufficient, drilling and repetition without understanding were considered the core of language, reading was mainly done aloud, vocabulary items needed for reading texts were taught to students by the teacher using gestures or sound to show the meaning, grammatical exercises were mechanical, handwriting and

dictation were controlled writing, and finally none of the analyzed lessons included communicative activities.

Al-Qudah (1996) conducted a study evaluating the Agricultural English Textbook for the twelfth grade in general and material of first semester in particular. The sample of the study consisted of (212) students, (11) teachers and (9) supervisors. Two evaluative scales were developed: one for teachers and supervisors and one for students. The teachers' and supervisors' scale consisted of (74) items classified under (9) categories generally recommended as criteria for textbook evaluation. The students' scale consisted of (51) items about their perception regarding the Agriculture English Textbook. The result of the study revealed that the rational and objectives of the Agriculture Textbook were based on teaching for specific purpose and matching the learners' needs. The content of the first term material was relevant to the agriculture stream students. The study also revealed that the teachers and supervisors of English were not provided with the teacher' manual. The style of the textbook did not encourage self-learning and problem solving technique, the number of allotted periods per week to cover the material was not suitable, the wall pictures, role cards and the cassettes were not emphasized and utilized and listening and speaking skills were not stressed in the first term materials.

Magableh (2000) conducted a study evaluating Functional English Language for commercial first secondary class. The sample of the study included 6 teachers, 5 supervisors and 81 students in Jerash Directorate of Education. The study instrument was a questionnaire included two evaluative scales: one for teachers and supervisors and the other for the students. The finding showed that the material was interesting, logically organized, easy and attractive for both the teachers and the students. Typing fonts and the book size were suitable. The writing skills were strongly presented. Meanwhile the textbook lacked the teaching aids like:

cassettes, pictures, teacher's manual and workbook. The textbook did not also reflect the values and culture of Jordanian society. There were also many misprints and the time specified for covering the content was insufficient.

Al-Momani (1998) conducted a study evaluating AMRA English textbook for the eleventh and twelfth secondary grades from the teachers', supervisors' and students' perspectives. The sample included 1400 students, 240 teachers and 40 supervisors from Irbid, Ajloun, Jerash and Mafrq Directorates of Education. The researcher used three evaluative scales to achieve the purpose of his study: the first one was a questionnaire for teachers and supervisors containing 91 items covering the major domains of a good English textbook, the second was an interview form consisted of 22 questions covering the pre-mentioned domains and the third instrument was an observational form focusing on actual application of the textbook inside the classroom. The results of the study showed that:

1. The objectives of the textbook were based on the communicative approach and they met the students' needs.
2. The vocabulary items suited the students' level and they aimed at facilitating communication.
3. The grammar and structural functions were selected to suit students' backgrounds and they were related to the previous lessons.
4. The textbooks were correctly paginated, clearly typed and free of misprints.
5. The teacher's book included modal answers that helped teachers understand the rationale of AMRA textbook.
6. The workbooks were useful; they enhanced understanding of the presented material.
7. The rationale of the textbook was not suitable and the content was not also interesting to the students.

8. The teaching aids; wall pictures, and cassettes were not provided.
9. The exercises were not completely related to the material.
10. The number allotted per week to cover the material was not suitable.

Al-omari (2002) conducted a study evaluating Action Pack for the first four primary grades in Jordan in terms of eleven domains: rationale, objectives, listening and speaking skills, reading and writing skills and grammar and structural functions. To accomplish his study purpose the researcher used two evaluative instruments, the first one was the teachers' and supervisors' questionnaire, which consisted of 88 items covering the above mentioned domains and the second was an observational form which included real observations about the textbook's implementation and use inside the classroom. The study sample consisted of 10 supervisors and 275 teachers from the directorates of Irbid, Bani Kananah and the Northern Al-Ghour.

The findings of the study revealed that the respondents agreed on the suitability of Action Pack textbooks in terms of their rationale, objectives, listening and speaking skills, reading and writing skills, grammar and structural functions, vocabulary items, methods of teaching, activity books, teacher's book, teaching aids and general aspects. On the other hand the teachers were not fully satisfied with the content since it was not relevant to the Jordanian society. The respondents also suggested increasing the number of exercises per unit.

Al-Kharoof et al. (2002) conducted a study evaluating Action Pack 1 and 2 for the first and second primary grades. The sample consisted of 57 supervisors and 238 teachers from the public schools in Jordan. The researchers used two evaluative scales: one for the teachers and the other for the supervisors. The findings of the study showed no significant statistical differences among teachers and supervisors, the content was suitable to the learners' age and needs, teaching aids were properly

provided, learners' performance on the four language skills was very well, the general aspects of the textbooks were suitable, and the training programs which were held by the Ministry of Education to train teachers, who teach Action Pack, were very effective and efficient.

Al-Khataybeh (2002) conducted a study evaluating Action Pack in-service training programs for qualifying teachers for teaching Action Pack as viewed by EFL teachers. The sample of the study consisted of 94 EFL teachers of public schools who attended the in-service training program for teaching Action Pack for the basic grade in Jordan. The researcher developed the study instrument using a questionnaire consisted of 59 items covering 10 domains to be evaluated. The results of the study revealed that:

1. The design of the program was suitable.
2. The objectives were so clear, logically organized and reflected the teachers' expectations.
3. The content of the course was so clear.
4. The time allotted to cover the content was not enough and fairly suitable.

None of the aforementioned studies evaluated Jordan Opportunities textbook for the tenth grade, since this textbook has recently been implemented in the public schools of the Hashemite kingdom of Jordan. The researcher claims that this is the first study evaluating the newly implemented textbook.

Chapter Three

Design and Methodology

3.1: Population of the Study

Two separate populations were defined for this study, a population of supervisors and a population of teachers. The supervisors' population consisted of all EFL supervisors in (Tafila, Ma'an, and Aqaba), and the teachers' population included all EFL teachers who teach the newly introduced textbook (Jordan Opportunities) for the tenth grade in public schools, in southern districts of Jordan (Tafila, Ma'an, and Aqaba) during the academic year 2005/2006 .

3.2: Sample of the Study

The supervisors and teachers samples were purposively chosen because of the limited number of the targeted population. The total number of the supervisors was 7; meanwhile the total number of the teachers was 123 EFL teachers who teach Jordan Opportunities for the tenth grade and their distribution was as follows:

Directorate	Supervisors	Teachers	Total
Tafila	2	44	46
Ma'an	2	45	47
Aqaba	3	34	37
Total	7	123	130

3.3 : Materials To Be Evaluated

Jordan Opportunities textbooks (i.e., students' book, activity book and teacher's book in terms of Rationale, Objectives, Listening and Speaking Skills, Reading and Writing skills, Grammar and Structural Functions, Vocabulary, Methods of Teaching, Activity Book, Teacher's Book, Teaching Aids, General Aspects). Jordan Opportunities textbooks were developed under the authority and supervision of the Ministry of Education (Jordan). The authors of these textbooks are: Michael Harris, David Mower and Anna Sikorzynska. These textbooks were published by: Person Education Ltd. and House of Education (2005). England .

3.4 : Research Instrument

Based on the criteria for textbook evaluation commonly suggested by researchers such as: Al-Jarrah (1987), Al-Momani (1998), Magableh (2000), Al-Khataybeh (2002), Al-Omari (2002), and Al-Kharoof et al. (2002) , an evaluative questionnaire was designed. This evaluative questionnaire was directed for both supervisors and teachers and was judged by both teachers and supervisors for validity purposes. It consisted of 100 Likert type items classified under (11) domains relating the textbook evaluation (i.e. rationale 9 items, objectives 10 items, listening and speaking skills 6 items, reading and writing skills 12 items, vocabulary 9 items, grammar and functions 9 items, methods of teaching 9, teaching aids 8 items, workbooks 10 items, teacher's book 9 items and general aspects 9 items). Supervisors and teachers were asked to choose the suitable rate (1-5) which best describes their judgment of the items being evaluated. Since the supervisors and teachers are to rate the aspects of the textbook on a 5-point scale, the scores of 3 is considered to be the criterion for classifying the ratings and describing the aspects of the textbook, where if the mean of the rating is statistically lower than 3 the rating is consider to be not

suitable; if the mean of the ratings is statistically higher than 3, the rating is considered to be suitable; and if the mean of the rating is neither statistically higher nor lower than 3, the rating is considered to be moderate and the aspect is considered to be fairly suitable.

3.5: Validity

With regard to the validity of the questionnaire, the researcher tried first to prepare the items with the help of the supervisor of the study and some similar instruments developed by other researchers in this field. Then the improved version of the questionnaire was given to a jury of ELT teachers and supervisors (from outside the populations of the study). This jury included (7) teachers and (4) supervisors. Upon the jury's comments and suggestions, ambiguous and irrelevant items were either omitted or modified.

3.6: Reliability

The reliability of the questionnaire was determined through using the test-retest method. Two-week stability coefficients from a pilot sample of 15 teachers and 4 supervisors (excluded from the population) were 0.84 for teachers and 0.79 for supervisors. Such numbers were considered sufficient for the purpose of using the questionnaire.

3.7: Data Collection

The researcher obtained permission directed to the schools where the targeted teachers work from the education office in Tafila, Ma'an and Aqaba. The researcher himself distributed the questionnaire to the teachers and supervisors hand-to-hand and instructed them on how to respond to the questionnaire.

3.8: Data Analysis

The supervisors' and teachers' responses to the textbooks evaluation questionnaire were computed and analyzed using the SPSS program. The following statistical measurements were used:

1. Means, standard deviation for each domain and for each item in the questionnaire.
2. The t-test was used to:
 - a. test the differences between the means of ratings in order to answer the first and second question of the study.
 - b. test the differences between the means of supervisors' and teachers' ratings of the domains in order to answer the third question of the study.

Chapter Four

Findings and Discussions

This study aimed at evaluating Jordan Opportunities Textbook through answering the questions of the study. The collected data were computed and analyzed by using the SPSS program to answer the questions. The results to these questions will be discussed respectively.

4.1: Results related to the first and second questions: “What are the English language teachers’ and supervisors’ views about Jordan Opportunities Textbook?”

Table (1)

Teachers’ Means, Standard Deviations, and Ratings for The Textbook Domains

Domain	Item Seq	Mean	Std. Dev	t- value
Rationale	1-9	3.22	0.61	4.00 *
Objectives	10-19	3.28	0.59	5.283 *
Listening and Speaking Skills	20-25	3.26	0.64	4.48 *
Reading and Writing	26-37	3.23	0.65	3.90 *
Grammar and Structural Functions	38-46	3.45	0.57	8.82 *
Vocabulary	47-55	3.43	0.58	8.269 *
Methods of Teaching	56-64	3.34	0.68	5.574 *
Activity Book	65-74	3.48	0.62	8.571 *
Teacher Book	75-83	3.51	0.59	9.623 *
Teaching Aids	84-91	3.38	0.70	6.032 *
General Aspects	92-100	3.32	0.64	5.52 *
Total	1-100	3.35	0.47	8.333 *

Table (1) shows that all the 11 Domains were considered to be suitable by the teachers, where their means were statistically higher than the criterion.

The highest rating was given to the 9th Domain (Teacher’s Book), whereas the lowest rating was given to the 1st Domain (the Rationale).

Table (2)
Supervisors' Means, Standard Deviations, and Ratings for The
Textbook Domains

Domain	Item Seq	Mean	Std. Dev.	t- value
Rationale	1-9	3.79	0.54	3.873 *
Objectives	10-19	3.61	0.58	2.785 *
Listening and Speaking Skills	20-25	3.81	0.53	4.05 *
Reading and Writing	26-37	3.74	0.57	3.442 *
Grammar and Structural Functions	38-46	3.94	0.50	4.974 *
Vocabulary	47-55	3.82	0.56	3.868 *
Methods of Teaching	56-64	3.89	0.51	4.611 *
Activity Book	65-74	4.14	0.48	6.298 *
Teacher Book	75-83	4.03	0.52	5.228 *
Teaching Aids	84-91	3.93	0.55	4.471 *
General Aspects	92-100	3.98	0.59	4.395 *
Total	1-100	3.88	0.47	4.94 *

Table (2) illustrates that all the 11 Domains were considered to be suitable by the supervisors, where their means were statistically higher than the criterion.

The highest rating was assigned to the 8th Domain (activity Book), whereas the lowest rating was assigned to the 2nd Domain (Objectives).

1-Rationale

The rationale domain included items (1-9). The mean and standard deviation of each item is shown in table (3) for both supervisors and teachers.

Table (3)
Means and Standard Deviation of the items of Rationale Domain

Seq	Item	Respondents	Mean	Std. Dev.
1.	Designing the content of the textbook.	Supervisors	4.01	0.85
		Teachers	3.78	0.95
2.	The materials provide an appropriate balance of the four language skills.	Supervisors	3.59	0.86
		Teachers	3.49	0.96
3.	Validity of the content	Supervisors	4.57	0.89
		Teachers	3.09	1.01
4.	Teaching English for communication.	Supervisors	4.00	0.92
		Teachers	3.06	0.93
5.	Relevance of content to Jordanian society.	Supervisors	3.58	0.85
		Teachers	3.19	0.98
6.	The content of the materials is interesting, challenging and motivating.	Supervisors	3.56	0.94
		Teachers	3.24	0.92
7.	The subject and content of the textbook is generally realistic.	Supervisors	3.86	0.96
		Teachers	3.22	0.99
8.	The textbook written for learners of this age group and background	Supervisors	3.53	0.88
		Teachers	2.91	1.00
9.	Suitability of content to learner's needs.	Supervisors	3.43	0.81
		Teachers	2.96	0.97
1-9	Total	Supervisors	3.79	0.54
		Teachers	3.22	0.61

Table (3) shows that, for teachers, the evaluation of this domain was medium. The highest means was (3.78) for item (1). The lowest means was (2.91) for item (8). Teachers are convinced that the content of the textbook is designed in an interrelated consistent way; on the other hand they do not think that the textbook is written for the learners' age and background.

Table (3) also shows that, for supervisors, the highest mean was (4.57) for item (3), and the lowest was (3.43) for item (9). Supervisors expressed their satisfaction about the validity of the content and corresponded with teachers in their evaluation regarding the suitability of content with learners' needs.

2- Objectives

The Objectives domain included items (10-19). The means and standard deviation of each item are shown in table (4) for both supervisors and teachers.

Table (4)

Means and Standard Deviation of the items of Objectives Domain

Seq.	Item	Respondents	Mean	Std. Deviation
10.	Clarity of general objectives.	Supervisors	3.57	0.86
		Teachers	3.69	0.94
11.	Clarity of specific objectives.	Supervisors	4.01	0.85
		Teachers	3.94	0.93
12.	Grading objectives according to their levels.	Supervisors	3.72	0.95
		Teachers	3.76	1.01
		Supervisors	4.00	0.83
13.	Sufficient number of the course objectives addressed by the textbook	Teachers	3.54	0.97
14.	Relevance of objectives to learners' needs and interests.	Supervisors	3.70	0.98
		Teachers	3.63	0.96
15.	Possibility of achieving the objectives.	Supervisors	3.01	0.89
		Teachers	2.35	0.93
16.	Statements of general objectives.	Supervisors	3.85	0.91
		Teachers	3.50	1.00
17.	Statements of specific objectives.	Supervisors	3.15	0.97
		Teachers	2.81	0.99
18.	Supervisors' and teachers' participation in choosing the objectives.	Supervisors	3.00	0.93
		Teachers	2.44	1.05
19.	The materials objectives are apparent to both the teacher and student.	Supervisors	4.14	0.90
		Teachers	3.08	1.04
10-19	Total	Supervisors	3.61	0.58
		Teachers	3.28	0.59

Table (4) indicates that the supervisors' highest mean for objectives was (4.14), and the lowest was (3.00). Concerning the objectives, supervisors think that the objectives are apparent to both teachers and students and there is sufficient number of the course objectives addressed

by the textbook. It can be seen from table (4) that the teachers' highest mean was (3.94) and the lowest was (2.44). Teachers were convinced that the objectives of the textbook were clear and share the supervisors their dissatisfaction relating to the participation in choosing the objectives.

3- Listening and Speaking Skills

The Listening and Speaking Skills domain included items (20-25). The means and standard deviation of each item is shown in table (5) for both supervisors and teachers.

Table (5)
Means and Standard Deviation of the items of Listening and Speaking Domain

Seq	Item	Respondents	Mean	Std. Dev
20.	Relevance of speaking and listening activities to students' need and age.	Supervisors	3.43	1.01
		Teachers	3.06	1.02
21.	Presentation of exercises for listening skills.	Supervisors	4.14	0.78
		Teachers	3.53	0.98
22.	Presentation of exercises for listening skills that encourages learners to speak.	Supervisors	4.29	0.76
		Teachers	3.58	0.96
23.	Listening and Speaking activities are interesting and stimulating.	Supervisors	4.00	0.82
		Teachers	3.56	1.00
24.	Time allotted for Listening and Speaking activities.	Supervisors	3.71	0.90
		Teachers	2.85	0.98
25.	Integration of listening and speaking.	Supervisors	3.29	0.99
		Teachers	2.99	1.03
20-25	Total	Supervisors	3.81	0.53
		Teachers	3.26	0.64

It is clear from table (5) that the supervisors' highest mean was (4.29), and the lowest was (3.29). The teachers' highest mean was (3.58) and the lowest was (2.85). Regarding the listening and speaking skills, supervisors and teachers remarked that the textbook presents exercises for listening skills that encourage learners to speak, and those exercises and activities are interesting and stimulating. While supervisors pointed out that the integration of listening and speaking was fairly suitable, teachers criticized the time allotted for listening and speaking activities.

4- Reading and Writing Skills

The Listening and Speaking Skills domain included items (26-37). The means and standard deviation of each item is shown in table (6) for both supervisors and teachers.

Table (6)
Means and Standard Deviation of Reading and Writing Domain

Seq	Item	Respondents	Mean	Std. Dev.
26.	The reading selections are authentic pieces of language	Supervisors	4.15	0.81
		Teachers	3.16	0.99
27.	Relevance of Reading materials to students' needs.	Supervisors	4.14	0.84
		Teachers	2.59	1.03
28.	Focus of reading material on comprehending spelling system	Supervisors	3.88	0.97
		Teachers	2.64	1.05
29.	Readability of reading materials.	Supervisors	3.87	0.96
		Teachers	3.02	1.01
30.	Suitability of writing activities to the learners' age.	Supervisors	3.59	0.98
		Teachers	2.88	1.00
31.	Presenting guidelines for writing.	Supervisors	3.86	0.97
		Teachers	3.50	0.97
32.	Level of difficulty of reading & writing activities.	Supervisors	3.57	0.99
		Teachers	3.40	0.98
33.	Writing activities reinforce words and phrase recognition	Supervisors	3.71	0.93
		Teachers	2.87	1.01
34.	Writing exercises encourage students to produce simple sentences.	Supervisors	3.55	0.95
		Teachers	3.73	0.94
35.	The reading texts are free of material that might be offensive.	Supervisors	3.83	0.93
		Teachers	3.63	0.96
36.	The text is interesting enough that students enjoy reading it.	Supervisors	3.29	1.01
		Teachers	3.76	0.96
37.	Integration of writing and reading.	Supervisors	3.43	1.00
		Teachers	3.54	0.96
26-37	Total	Supervisors	3.74	0.57
		Teachers	3.23	0.65

Table (6) illustrates that the supervisors' highest mean was (4.15), and the lowest was (3.29). The teachers' highest mean was (3.76) and the lowest was (2.59). The supervisors considered the reading selections as authentic pieces of language, and the reading materials are relevant to students' needs. They considered the text as interesting enough to make students enjoy reading it as fairly suitable. Contrary to that, teachers considered text enjoyable to students and they also think that writing

exercises encourage students to produce simple sentences. Teachers' evaluation also contradicted with the supervisors when they evaluated the reading materials relevance to students' needs as fairly suitable.

5- Grammar and Structural Functions

The Grammar and Structural Functions domain included items (38-46). The means and standard deviation of each item is shown in table (7) for both supervisors and teachers.

Table (7)
Means and Standard Deviation of Grammar and Structural Functions

Seq	Item	Respondents	Mean	Std. Dev
38.	Relevance of the grammar to students' needs and interests.	Supervisors	3.86	0.89
		Teachers	3.52	0.93
39.	Relation of grammar and functions to EFL objectives.	Supervisors	3.84	0.95
		Teachers	3.44	1.03
40.	The number of exercise in each unit.	Supervisors	4.03	0.80
		Teachers	3.48	0.96
41.	Appropriateness of the grammar to the given context.	Supervisors	4.02	0.79
		Teachers	3.63	0.92
42.	Focus of the grammatical patterns on communicative performance.	Supervisors	4.01	0.83
		Teachers	3.39	1.01
43.	The grammar rules are presented in a logical manner and in increasing order of difficulty	Supervisors	3.71	0.94
		Teachers	3.36	0.98
44.	The language used in the textbook is authentic. Like real-life English	Supervisors	3.82	0.91
		Teachers	3.33	0.96
45.	The grammar points were presented with brief and easy examples and explanations.	Supervisors	4.14	0.77
		Teachers	3.37	0.97
46.	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	Supervisors	4.00	0.78
		Teachers	3.54	0.95
38-46	Total	Supervisors	3.94	0.50
		Teachers	3.45	0.57

Table (7) shows relatively high mean scores for both supervisors and teachers. The total mean scores for supervisors was (3.94) and the teachers' was (3.45). Supervisors and teachers were satisfied with the relevance of the grammar to students' needs and interests, the number of exercise in each unit and they both assured that the textbook includes a detailed

overview of the functions, structures and vocabulary that will be taught in each unit.

6- Vocabulary

The Vocabulary domain included items (47-55). The means and standard deviation of each item is shown in table (8) for both supervisors and teachers

Table (8)

Means and Standard Deviation of Vocabulary				
Seq	Item	Respondents	Mean	Std. Dev
47.	Relevance of the new vocabulary to students' needs and interests.	Supervisors	4.05	0.85
		Teachers	3.30	1.01
48.	Readability of vocabulary.	Supervisors	4.03	0.82
		Teachers	3.22	0.98
49.	Recycling of new vocabulary in different texts.	Supervisors	3.87	0.93
		Teachers	3.37	0.99
50.	An adequate vocabulary list or glossary is included.	Supervisors	4.01	0.84
		Teachers	3.38	1.02
51.	Presenting of vocabulary items in appropriate situations.	Supervisors	3.59	0.98
		Teachers	3.24	0.97
52.	Selection of vocabulary items is suitable for objectives.	Supervisors	3.86	0.96
		Teachers	3.83	0.96
53.	Appropriateness of the number of the new vocabulary.	Supervisors	4.00	0.81
		Teachers	3.56	0.94
54.	54-Presenting the new vocabulary words in a variety of ways	Supervisors	3.39	1.01
		Teachers	3.54	0.95
55.	Presenting the new vocabulary words at an appropriate rate so that the text is understandable and students are able to retain new vocabulary.	Supervisors	3.71	0.94
		Teachers	3.44	1.01
47-55	Total	Supervisors	3.82	0.56
		Teachers	3.43	0.58

Table (8) shows that the supervisors' highest mean was (4.05), and the lowest was (3.39). The teachers' highest mean was (3.83) and the lowest was (3.22). The respondents think that the new vocabularies are relevant to students' needs and interests. The number of the new vocabulary is appropriate. Besides, the selection of the vocabulary items is suitable for the stated objectives.

7- Methods of Teaching

The Methods of Teaching domain included items (56-64). The means and standard deviation of each item is shown in table (9) for both supervisors and teachers.

Table (9)

Means and Standard Deviation of Methods of Teaching				
Seq	Item	Respondents	Mean	Std. Dev
56.	Appropriateness of stated methods to the presented material.	Supervisors	4.00	0.86
		Teachers	3.57	0.97
57.	Ability of the stated methods to enhance understanding the presented material.	Supervisors	4.30	0.74
		Teachers	3.73	0.91
58.	Ability of the stated methods to enhance communication.	Supervisors	3.57	0.96
		Teachers	2.71	1.04
59.	Appropriateness of stated methods in achieving the stated objectives.	Supervisors	4.57	0.71
		Teachers	3.51	1.03
60.	The skills that are presented in the textbook include a wide range of cognitive skills that will be challenging to learners	Supervisors	4.28	0.73
		Teachers	3.58	1.00
61.	The exercises promote critical thinking of the text.	Supervisors	3.29	1.01
		Teachers	3.54	0.99
62.	Teachers are given Good examples for teaching students to preview, skim, scan, summarize, and to find the main idea	Supervisors	3.71	0.98
		Teachers	3.59	1.01
63.	The teacher book suggests procedures for the planning, preparation and conduct of lessons in sufficient details.	Supervisors	3.86	0.91
		Teachers	2.97	1.04
64.	The teacher book suggests alternative routes through activities or lessons which can be helpful when things do not go according to plan.	Supervisors	3.43	1.00
		Teachers	2.88	1.04
56-64	Total	Supervisors	3.89	0.51
		Teachers	3.34	0.68

Table (9) illustrates that the supervisors' highest mean was (4.57), and the lowest was (3.29). The teachers' highest mean was (3.73) and the lowest was (3.34). The respondents supposed that stated methods are appropriated in achieving the stated objectives, and these stated methods are able to enhance understanding of the presented material.

8- Activity Book

The Activity Book domain included items (65-74). The means and standard deviation of each item is shown in table (10) for both supervisors and teachers.

Table (10)

Means and Standard Deviation of Activity Book

Seq	Item	Respondents	Mean	Std. Dev
65.	Relevance of Activity Book to the stated objectives.	Supervisors	4.03	0.82
		Teachers	3.32	1.02
66.	The activities encourage sufficient communicative and meaningful practice.	Supervisors	4.16	0.83
		Teachers	3.51	0.97
67.	The activities facilitate students' use of grammar rules by creating situations in which these rules are needed	Supervisors	3.86	0.91
		Teachers	3.50	0.93
68.	Adequacy of activities presented in Activity Book.	Supervisors	4.01	0.85
		Teachers	3.54	0.98
69.	The activities incorporate individual, pair and group work.	Supervisors	4.29	0.76
		Teachers	3.24	1.05
70.	There are interactive and task-based activities that require students to use new vocabulary to communicate.	Supervisors	4.71	0.73
		Teachers	3.52	0.99
71.	Extent of harmony between Activity Book and Student book	Supervisors	4.00	0.84
		Teachers	3.85	0.88
72.	The activity book provides a balance of activities.	Supervisors	4.57	0.71
		Teachers	3.42	1.01
73.	The exercises and activities promote learners' language development.	Supervisors	3.77	0.98
		Teachers	3.53	1.03
74.	The exercises and activities reinforce what students have already learned and represent a progression from simple to more complex.	Supervisors	4.14	0.78
		Teachers	3.33	1.04
65-74	Total	Supervisors	4.14	0.48
		Teachers	3.48	0.62

Table (10) shows that the supervisors' highest mean was (4.71), and the lowest was (3.77). The teachers' highest means was (3.85) and the lowest was (3.24). Table (10) indicates that the Activity Book is suitable. According to the respondents, it provides activities which encourage

sufficient communicative and meaningful practice and there is some extent of harmony between Activity Book and Student book.

9- Teacher Book

The Teacher Book domain included items (75-83). The means and standard deviation of each item is shown in table (11) for both supervisors and teachers.

Table (11)

Means and Standard Deviation of Teacher's Book

Seq	Item	Respondents	Mean	Std. Dev
75.	Helping teachers understand the objectives and methodology of the text	Supervisors	3.29	1.00
		Teachers	3.83	0.88
76.	Helping teachers gain more understanding of language teaching principles.	Supervisors	3.89	0.97
		Teachers	3.22	1.01
77.	Providing detailed explanations of grammar and vocabulary items.	Supervisors	3.87	0.96
		Teachers	3.38	1.04
78.	Containing guidance about how the textbook can be used to the utmost advantage.	Supervisors	4.14	0.80
		Teachers	3.85	1.00
79.	Provision of an answer key to the teacher.	Supervisors	4.86	0.69
		Teachers	3.59	0.98
80.	Provision of correcting errors when occur.	Supervisors	4.00	0.85
		Teachers	3.45	1.03
81.	Guidance for suggest a clear, concise method for teaching each lesson	Supervisors	4.57	0.73
		Teachers	3.66	0.96
82.	Given instructions on how to incorporate audiovisual material produced for the textbook	Supervisors	3.86	0.83
		Teachers	3.11	1.00
83.	Suggesting appropriate ways for the teacher to evaluate each activity and lesson.	Supervisors	3.82	0.86
		Teachers	3.54	0.94
75-83	Total	Supervisors	4.03	0.52
		Teachers	3.51	0.59

Table (11) shows that the supervisors' highest means was (4.86), and the lowest was (3.29). The teachers' highest mean was (3.85) and the

lowest was (3.11). It can be seen from table (11) that the respondents considered the Teacher's Book suitable. They agreed that it contains guidance for a clear, concise method for teaching each lesson, and guidance about how the textbook can be used to the utmost advantage. It also provides an answer key to the teacher.

10- Teaching Aids

The Teaching Aids domain included items (84-91). The means and standard deviation of each item is shown in table (12) for both supervisors and teachers.

Table (12)

Means and Standard Deviation of Teaching Aids

Seq	Item	Respondents	Mean	Std. Dev
84.	Clarity of the utterances through using cassettes.	Supervisors	4.14	0.74
		Teachers	3.41	1.01
85.	Simplicity of the meaning of the utterances.	Supervisors	3.87	0.93
		Teachers	3.38	1.05
86.	Utility of cassettes.	Supervisors	4.14	0.76
		Teachers	3.18	1.00
87.	Provision of modals for pronunciation, stress, and intonation	Supervisors	4.01	0.77
		Teachers	3.33	0.99
88.	Provision of recordings of the new vocabulary for each unit.	Supervisors	3.57	0.99
		Teachers	3.64	0.98
89.	Acceptability of the flashcards.	Supervisors	3.86	0.98
		Teachers	3.29	0.99
90.	Utility of pictures, charts, tables, and diagrams	Supervisors	3.84	0.94
		Teachers	3.53	0.97
91.	Relevance of teaching aids to the material.	Supervisors	4.00	0.87
		Teachers	3.26	1.00
84-91	Total	Supervisors	3.93	0.55
		Teachers	3.38	0.70

Table (12) shows that the supervisors' highest means was (4.14), and the lowest was (3.57). The teachers' highest mean was (3.64) and the lowest was (3.18). It also shows that the respondents considered the teaching aids suitable. There is clarity of the utterances through using cassettes.

Provision of recordings of the new vocabulary for each unit and teaching aids are relevant to the material.

11- General Aspects

The Teaching Aids domain included items (92-100). The means and standard deviation of each item is shown in table (13) for both supervisors and teachers.

Table (13)

Means and Standard Deviation of General Aspects

Seq	Item	Respondents	Mean	Std. Dev
92.	The cover of the book Is appealing.	Supervisors	4.43	0.71
		Teachers	3.20	1.03
93.	Suitability of the size of the textbook.	Supervisors	3.53	0.99
		Teachers	2.93	1.05
94.	The materials are not culturally biased and they do not portray any negative stereotypes.	Supervisors	3.73	0.98
		Teachers	3.04	1.01
95.	Correct number of the pages of the books.	Supervisors	4.16	0.75
		Teachers	3.50	0.99
96.	Clarity of typing.	Supervisors	4.71	0.69
		Teachers	3.48	1.02
97.	The visual imagery is of high quality.	Supervisors	3.72	0.98
		Teachers	3.26	1.02
98.	The layout and design of the textbook is appropriate and clear.	Supervisors	3.71	0.97
		Teachers	3.33	1.01
99.	The language used is at the right level for my current English ability.	Supervisors	3.70	0.94
		Teachers	3.45	1.00
100.	An adequate set of evaluation quizzes or testing suggestions is included.	Supervisors	4.14	0.81
		Teachers	3.73	0.96
92-100	Total	Supervisors	3.98	0.59
		Teachers	3.32	0.64

Table (13) shows that the supervisors' highest mean was (4.71), and the lowest was (3.53). The teachers' highest means was (3.73) and the lowest was (2.93). Both respondents agreed on the clarity of typing, suitability level of the language used. Moreover they referred to the adequacy set of evaluation quizzes and the high quality of visual images.

4.2: Discussion of the findings related to the first question

The findings of question one show that the means scores for the teachers' evaluation of the textbook (Rationale, Objectives, Listening and Speaking Skills, Reading and Writing, Grammar and Structural Functions, Vocabulary, Methods of Teaching, Activity Book, Teacher Book, Teaching Aids, General Aspects) were medium. The total mean of the evaluated domains was (3.35). The highest mean was (3.51) for the Teacher Book, while the lowest was (3.22) for the Rationale domain.

The results of the study concerning the main strengths of Jordan Opportunities Textbook indicated that teachers were completely convinced of the suitability of the Teacher Book. They considered that Teacher Book contains guidance about how the textbook can be used to the utmost advantage; moreover it helps teachers understand the objectives and methodology of the textbook. In addition to that teachers believe that the Activity Book has an extent of harmony with the Student Book, and there are an adequacy of activities, which encourage sufficient communication and meaningful practice.

The findings of the study revealed also that the teachers agreed on the suitability of Jordan Opportunities Textbook in terms of: designing the content, clarity of objectives and their gradual level of difficulty, presenting of sufficient exercises for the four skills of language, presenting guidelines for writing, integrating reading and writing, presenting interesting texts, relevance of grammar to the students' needs and interests, selecting and presenting the new vocabularies, provision of cassettes, CDs and utility of teaching aids and finally clarity of typing.

On the other hand, the results of the study regarding the weakness of Jordan Opportunities Textbook showed that the content of the textbook does not suit the learners' age and background. Teachers were not also contacted by the Ministry of Education pertaining to choosing the

objectives. The time allotted for listening and speaking activities is not sufficient. The size of book is fairly suitable.

The findings of the study were in general agreement with those of Al-Jarrah (1987), Al-Momani (1998), Al-Khataybeh (2002), and Al-Omari (2002) in terms of the suitability of the textbook in the aspects of :objectives, Teacher Book, Activity Book, Language Skills and the General Aspects of a good textbook. On the other hand there was a clear disagreement with those of Al-Marzoug (1992), regarding the availability of teaching aids and the suitability of the Teacher Book. Disagreement also appeared with Al-Qudah's (1996) in terms of providing teachers with teacher manual and the role of teaching aids.

4.3: Discussion of the findings related to the second question

The findings of the study relating to the second question revealed that the total means scores for the evaluated domains of the textbook (Rationale, Objectives, Listening and Speaking Skills, Reading and Writing, Grammar and Structural Functions, Vocabulary, Methods of Teaching, Activity Book, Teacher Book, Teaching Aids, General Aspects) were relatively high. The total mean of the supervisors' evaluation for the textbook was (3.88), the highest mean scores was for the Activity Book domain (4.14), the lowest mean scores was for the Objectives domain (3.61). From the above-mentioned means, it is quite clear that the supervisors agreed on the suitability of Jordan Opportunities Textbook in terms of its eleventh domains. Such high evaluative scores may be ascribed to the wide awareness of all aspects of the new textbook and to the role they play as trainees when being enrolled in training programs held by the Ministry of Education on how to teach the newly developed textbook, and as trainers who took the rest of responsibility to train the teachers in the field on how to precisely deal with the new textbook.

4.4: Results related to the third question: “Are there statistically significant differences ($\alpha \leq 0.05$) between teachers’ and supervisors’ ratings?”

Table (14)

t-test findings for supervisors’ and teachers’ evaluation of the Jordan Opportunities Textbook

Domain	Teachers’		Supervisors’		T.value	Pro
	Mean	Std.Dev	Mean	Std.ev		
Rationale	3.22	0.61	3.79	0.54	*2.39	0.01
Objectives	3.28	0.59	3.61	0.58	*2.81	0.01
Listening and Speaking Skills	3.26	0.64	3.81	0.53	*3.06	0.01
Reading and Writing	3.23	0.65	3.74	0.57	*2.14	0.03
Grammar and Structural Functions	3.45	0.57	3.94	0.50	*2.44	0.01
Vocabulary	3.43	0.58	3.82	0.56	*3.04	0.01
Methods of Teaching	3.34	0.68	3.89	0.51	*4.16	0.003
Activity Book	3.48	0.62	4.14	0.48	*4.47	0.001
Teacher Book	3.51	0.59	4.03	0.52	*3.31	0.011
Teaching Aids	3.38	0.70	3.93	0.55	*2.74	0.02
General Aspects	3.32	0.64	3.98	0.59	*5.35	0.000
Total	3.35	0.47	3.88	0.47	*6.37	0.000

* Significant at level ($\alpha \leq 0.05$)

The findings of question three and through using t-test revealed a statically significant differences between the supervisors’ and the teachers’ evaluation of Jordan Opportunities Textbook in favor of the supervisors. As it is seen in table (14) the supervisors mean was (3.88); while the teachers’ was (3.35). Such a difference could be attributed to the nature and sensitivity of the supervisors’ role in the educational process as being responsible for improving the instructional process inside the schools he/she is responsible for; which require him/here to be able to provide teachers with the suitable and updated practical methods to achieve the objectives of the curriculum. He/she is also responsible for stimulating

his/her teachers to make them overcome and facilitate any obstacles that may arise during teaching such a new textbook.

4.5: Results related to the fourth question: “What are the suggestions of teachers and supervisors of English language to improve Jordan Opportunities textbook?”

The last question of the questionnaire is an open-ended question asking the respondents for their comments and suggestions on improving Jordan Opportunities Textbook. There were only 68 supervisors and teachers out of 130 writing down their opinions. Their comments and suggestions are summarized as follows:

- (1) Vocabulary should be more related to real life.
- (2) Reduce the content or lessons so that students can have more thorough practices.
- (3) There are too many sentence structures in one lesson, which are too complicated for students to learn.
- (4) Not to put too much variation on sentence patterns but adding more repetitions.
- (5) Pay attention to the spiral structure of sentence structure.
- (6) Put vocabulary into the same category so that students can practice substituting them in the same sentence pattern.
- (7) Add more games and activities to practice the sentence pattern.
- (8) Some parts of the activities are not practical.(no specification is provided)
- (9) Design more types of teaching aids (no specification is provided).
- (10) Add more big posters for teaching the Sounds and Letters part.
- (11) Increase the number of allotted weekly periods.
- (12) Holding more intensive training programs for teachers on how to teach Jordan Opportunities Textbook.
- (13) Bridge the gap between the time allotted to teach Jordan Opportunities Textbook and the size of this Textbook.

(14) Curriculum designers should cooperate with supervisors and teachers in preparing the syllabus since supervisors and teachers are supposed to be more aware of the students' direct needs and abilities.

Chapter Five

Summary and Recommendations

5.1: Summary

This chapter is a summary of the obtained findings, to conclude the study, and to provide suggestions for pedagogical implications and further research. The results of the study concerning the main strengths of Jordan Opportunities Textbook indicated that the respondents were completely convinced with the suitability of the Teacher Book. They considered that Teacher Book contains guidance about how the textbook can be used to the utmost advantage; moreover it helps teachers understand the objectives and methodology of the textbook. In addition to that teachers believe that the Activity Book has an extent of harmony with the Student Book, and there is an adequacy of activities, which encourages sufficient communication and meaningful practice.

The findings of the study revealed also that the teachers agreed on the suitability of Jordan Opportunities Textbook in terms of: content designing, clarity of objectives and their gradual level of difficulty, presenting sufficient exercises of the four language skills, presenting guidelines for writing, integrating reading and writing, presenting interesting texts, relevance of grammar to the students' needs and interests, selecting and presenting the new vocabularies, provision of cassettes, CDs and utility of teaching aids and finally clarity of typing.

On the other hand, the results of the study regarding the weakness of Jordan Opportunities Textbook showed that the content of the textbook does not suit the learners' age and background. Teachers were not also contacted by the Ministry of Education pertaining to choosing the objectives. The time allotted for listening and speaking activities is not sufficient. The size of book is fairly suitable.

5.2: Recommendations:

In light of the findings of the study the following recommendations and pedagogical implications were addressed

1-The results of this content analysis and the findings of this study are hoped to be available for review in the journals published by Ministry of Education so that the teachers can understand the concept and rationale of this textbook better. Moreover, the evaluation domains and items may be a guideline for teachers when they are choosing teaching materials.

2-The results of this study can serve as a reference for Jordan Opportunities Textbook authors. The conclusion of this study has manifested the merits and defects of this textbook, which have approved of authors efforts and showed the direction of improvement for future textbook designing as well.

3- limited teaching hours not only negatively affect students' learning but also impact the usage of a well-designed textbook.

4- Curriculum designers should cooperate with supervisors and teachers in preparing the syllabus since supervisors and teachers are supposed to be more aware of the students' direct needs and abilities.

5- Due to the restrictions of this study whether in the area it covered or the subjects it examined, the research scope is limited. It is suggested that future surveys conduct class observation and interview with teachers and students.

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Appendix (1)

Supervisors' and Teachers' Questionnaire

Appendix (1)

Supervisors' and Teachers' Questionnaire

Dear colleagues,

This Questionnaire aims at evaluating “Jordan Opportunities” English textbook, which has recently been implemented on the tenth grade by Jordan Ministry of Education. For the benefit of evaluating this new-implemented textbook, you are kindly requested to evaluate the material by assessing the degree of the existence of the quality in the textbook.

The questionnaire consists of (100) likert type items that cover (11) domains of the textbook. You are kindly requested to evaluate each of these items on a five-point scale.

Please note that the information you provide will only be used for the purposes of academic research, which, in turn, may help improve the new applied textbook. Feel free to give any recommendations and suggestions. Your cooperation is highly appreciated.

Researcher:
Khaled F. Bany-Hamad.
Mu'tah University.

Please fill in the information in the given table:

Directorate	Supervisor	Teacher

	very suitable	suitable	fairly suitable	not suitable	not suitable at all
(1)- Rationale					
1- Designing the content of the textbook.					
2- The materials provide an appropriate balance of the four language skills.					
3-Validity of the content					
4- Teaching English for communication.					
5- Relevnce of content to Jordanian society.					
6-The content of the materials is interesting, challenging and motivating.					
7- The subject and content of the textbook is generally realistic.					
8- The textbook is written for learners of this age group and background					
9- Suitability of content to learner's needs					
(2)- Objectives					
10-Clarity of general objectives.					
11- Clarity of specific objectives.					
12-Grading objectives according to their levels.					
13-Sufficient number of the course objectives addressed by the textbook.					
14- Relevance of objectives to learners' needs and interests.					
15- Possibility of achieving the objectives.					
16- Statements of general objectives.					
17- Statements of specific objectives					
18-Supervisors' and teachers' participation in choosing the objectives.					
19-The materials objectives are apparent to both the teacher and student.					
(3)- Listening and Speaking Skills					
20-Relevance of speaking and listening activities to students' need and age.					
21-Presentation of exercises for listening skills.					
22-Presentation of listening exercises that encourages learners to speak.					
23-Listening and Speaking activities are interesting and stimulating.					
24-Time allotted for Listening and Speaking activities.					
25-Integration of listening and speaking.					
(4) Reading and Writing					
26-The reading selections are authentic pieces of language					
27- Relevance of Reading materials to students' needs.					
28 Focus of reading material on comprehending spelling system					
29-Readabilty of reading materials.					
30-Suitability of writing activities to the learners' age.					
31-Presenting guidelines for writing.					
32-Level of difficulty of reading and writing activities.					
33-Writing activities reinforce words and phrase recognition					
34-Writing exercises encourage students to produce simple sentences.					

35-The reading texts are free of material that might be offensive.					
36-The text is interesting enough that students enjoy reading it.					
37-Integration of writing and reading.					
(5)-Grammar and Structural Functions					
38-Relevance of the grammar to students' needs and interests.					
39-Relation of grammar and functions to EFL objectives.					
40-The number of exercise in each unit.					
41-Appropriateness of the grammar to the given context.					
42-Focus of the grammatical patterns on communicative performance.					
43-The grammar rules are presented in a logical manner and in increasing order of difficulty					
44-The language used in the textbook is authentic. like real-life English					
45-The grammar points were presented with easy examples and explanations.					
46-The textbook includes a detailed overview of the functions, structures and that will be taught in each unit.					
(6)-Vocabulary					
47-Relevance of the new vocabulary to students' needs and interests.					
48-Readability of vocabulary.					
49-Recycling of new vocabulary in different texts.					
50-An adequate vocabulary list or glossary is included.					
51-Presenting of vocabulary items in appropriate situations.					
52-Selection of vocabulary items is suitable for objectives.					
53-Appropriateness of the number of the new vocabulary.					
54-Presenting the new vocabulary words in a variety of ways					
55-Presenting the new vocabulary words at an appropriate rate so that the text is understandable and students are able to retain new vocabulary.					
(7)- Teaching Methods					
56-Appropriateness of stated methods to the presented material.					
57-Ability of the stated methods to enhance understanding the material.					
58-Ability of the stated methods to enhance communication.					
59-Appropriateness of stated methods in achieving the stated objectives.					
60-The skills that are presented in the textbook include a wide range of cognitive skills that will be challenging to learners					
61-The exercises promote critical thinking of the text.					
62-Teachers are given Good examples for teaching students to preview, skim, scan, summarize, and to find the main idea					
63-The teacher book suggests procedures for the planning, preparation and conduct of lessons in sufficient details.					
64-The teacher book suggests alternative routes through activities or lessons which can be helpful when things do not go according to plan.					
(8)-Activity Book					
65- Relevance of Activity Book to the stated objectives.					
66-The activities encourage communicative and meaningful practice.					

67-The activities facilitate students' use of grammar rules by creating situations in which these rules are needed.					
68-Adequacy of activities presented in Activity Book.					
69- The activities incorporate individual, pair and group work.					
70-There are interactive and task-based activities that require students to use new vocabulary to communicate.					
71-Extent of harmony between Activity Book and Student book					
72- The activity book provides a balance of activities.					
73- The exercises and activities promote learners' language development.					
74-The exercises and activities reinforce what students have already learned and represent a progression from simple to more complex.					
(9)-Teacher Book					
75-Helping teachers understand the objectives and methodology of the text.					
76-Helping teachers gain more understanding of language teaching principles.					
77-Providing detailed explanations of grammar and vocabulary items.					
78-Containing guidance about how the textbook can be used to the utmost advantage.					
79-Provision of an answer key to the teacher.					
80-Provision of correcting errors when occur.					
81-Guidance for suggest a clear, concise method for teaching each lesson					
82-Giving instructions on how to incorporate audio-visual material produced for the textbook					
83-Suggesting appropriate ways for the teacher to evaluate each lesson.					
(10)-Teaching Aids					
84-Clarity of the utterances through using cassettes.					
85-Simplicity of the meaning of the utterances.					
86-Utility of cassettes, CDs.					
87-Provision of modals for pronunciation, stress, and intonation					
88- Provision of recordings of the new vocabulary for each unit.					
89-Acceptability of the flashcards.					
90-Utility of pictures, charts, tables, and diagrams					
91-Relevance of teaching aids to the material.					
(11) –General Aspects					
92- The cover of the book is appealing.					
93-Suitability of the size of the textbook.					
94-The materials are not culturally biased and they do not portray any negative stereotypes.					
95-Correct number of the pages of the books.					
96-Clarity of typing.					
97-The visual imagery is of high quality.					
98-The layout and design of the textbook is appropriate and clear.					
99-The language used is at the right level for students' current English ability.					
100-An adequate set of evaluation quizzes or testing suggestions is included.					

What are your Suggestions and recommendations to improve “Jordan Opportunities”Textbook?

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.....